

Meet Our Partners – Kyrgyzstan – Zarina Duishegulova



1. How did people in Kyrgyzstan respond to the research and data collection?

Both teachers and students expressed a favorable opinion towards the survey questions. Many participants explained that these are exactly the sort of questions that are not openly discussed in society, but that many people contemplate within their own minds and hearts. In one case, a teacher from a village began to cry while filling out her survey. She explained that one of the situations described in the questionnaire was something she had

been dealing with in her own life, and that reading it in the questionnaire gave her a new way of looking at the situation. Many schoolchildren said that now they would be more careful with their friends and with society, and others said that they began to wonder about the meaning of life for the first time.

2. Are there any success stories or challenges you can share about conducting this type of survey?

We collected data over two years and the second wave (2019-20) data collection process was easier. This is in part because we had a permit from the Ministry of Education, but also because it was better to have more schools to survey and to only interview about 5 students from every class. In terms of the data quality, when compared to last year's data, it was clear this year that the young generation was more conscious; the schoolchildren and students tried to reflect deeply before answering the questions and they seemed to appreciate them and understand them better this year. I could also say the same for the schoolteachers, as they tried to really devote their time and attention to answering. I'm not exactly sure why this is the case since this year's questionnaires had almost the same questions as last year's. Maybe this year we had more experience to explain and collect the data more effectively. For whatever reason, this experience has been better!

3. What are some of the implications of this research for your community in Kyrgyzstan?

The findings of the study reveal much about basic value orientations of modern youth in the present society. In terms of market relations and socio-economic crisis, it is necessary to pay special attention to the education of the young generation. In this regard, the state needs to improve the system of youth policy as well as the social service system to address the emerging social problems of modern youth. And ICER is working towards this goal through proposals, teaching social and emotional skills, and creating a supportive learning environment in schools, universities and family institutions.

We are absolutely sure that this study will pave the way for us in the future to further develop these issues and raise them to the state level. Moreover, now all questions on social and emotional learning are also being raised in Kyrgyzstan in private institutions, such as private schools. I would also like to note that ICER has submitted its proposal to introduce a course on social-emotional learning and values education for the young generation of the Kyrgyz Republic into the National Development Strategy of Kyrgyzstan 2020-2040.

Zarina Duishegulova is a project management and implementation specialist based in Kyrgyzstan. Her prior individual research experiences were qualitative in nature, relying on grounded theory and warranted assertion analysis techniques common to sociological research. Zarina is in the process of completing her doctoral degree so that she can teach future teachers, conduct educational research, and contribute to improving social-emotional learning in education. This work has taken her through many schools and universities, as well as seven regions of Kyrgyzstan, providing opportunities to work in every classroom, from kindergarten through college and universities.